



TEACHER'S PET PUBLICATIONS

LITPLAN TEACHER PACK™

for

A Separate Peace

based on the book by

John Knowles

Written by

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A FEW NOTES ABOUT THE AUTHOR  
JOHN KNOWLES

KNOWLES, JOHN. John Knowles was born in Fairmont, West Virginia. He received his education from Philips Exeter Academy and Yale University. Mr. Knowles started his writing career as a newspaper reporter and later became an associate editor of *Holiday*.

In addition to *A Separate Peace*, John Knowles has written a number of other novels, including *Morning in Antibes*, *Indian Summer*, *Double Vision*, and *Peace Breaks Out*. He also has published a collection of short stories entitled *Phineas*.

His writing has won many awards, including the William Faulkner Foundation Award, the Rosenthal Award of the National Institute of Arts and Letters, and an award from the Independent School Education Board.

## INTRODUCTION

This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Separate Peace* by John Knowles. It includes twenty lessons, supported by extra resource materials.

The **introductory lesson** introduces students to the first class project relating to this unit. Following the introductory activity, students are given a transition to explain how the activity relates to the book they are about to read. Following the transition, students are given the materials they will be using during the unit. At the end of the lesson, students begin the pre-reading work for the first reading assignment.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for 8 to 10 vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes. If your school has the appropriate equipment, it might be a good idea to make transparencies of your answer keys for the overhead projector.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for approximately 8 to 10 vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each reading assignment, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a **review** of the most important events and ideas presented in the reading assignments.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a review of all of the words they have studied.

Following the vocabulary review, a lesson is devoted to the **extra discussion questions/writing assignments**. These questions focus on interpretation, critical analysis and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

The **group activity** which follows the discussion questions has students working in small groups to discuss the main themes of the novel. Using the information they have acquired so far through individual work and class discussions, students get together to further examine the text and to brainstorm ideas relating to the themes of the novel.

The group activity is followed by a **reports and discussion** session in which the groups share their ideas about the themes with the entire class; thus, the entire class is exposed to information about all of the themes and the entire class can discuss each theme based on the nucleus of information brought forth by each of the groups.

There are three **writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. The first assignment is to inform: students relate one event from the book as a hard news story. The second assignment is to express personal opinions: students write an editorial. The third assignment is to persuade: students create an advertisement for their newspapers.

In addition, there is a **nonfiction reading assignment**. Students are required to read one newspaper article from a local newspaper during each week of the unit, a total of four articles.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: short answer and multiple choice. As a convenience, two different tests for each format have been included. In addition, there is an advanced short answer unit test for higher level students.

There are additional **support materials** included with this unit. The **extra activities section** includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra vocabulary worksheets. There is a list of **bulletin board ideas** which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of **extra class activities** the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. **Answer keys** are located directly after the **reproducible student materials** throughout the unit. The student materials may be reproduced for use in the teacher's classroom without infringement of copyrights. No other portion of this unit may be reproduced without the written consent of Teacher's Pet Publications, Inc.

## UNIT OBJECTIVES *A Separate Peace*

1. While reading John Knowles's *A Separate Peace*, students will consider the effects of war and the intricacies of friendships.
2. Students will demonstrate their understanding of the text on four levels: factual, interpretive, critical, and personal.
3. Students will create a newspaper relating to the events in the story.
4. Students will plan and execute an "American Spirit" day for the whole school.
5. Students will see that each of our daily life experiences changes us and shapes our thoughts and feelings.
6. Students will be given the opportunity to practice reading aloud and silently to improve their skills in each area.
7. Students will answer questions to demonstrate their knowledge and understanding of the main events and characters in *A Separate Peace* as they relate to the author's theme development.
8. Students will enrich their vocabularies and improve their understanding of the novel through the vocabulary lessons prepared for use in conjunction with the novel.
9. The writing assignments in this unit are geared to several purposes:
  - a. To have students demonstrate their abilities to inform, to persuade, or to express their own personal ideas  
NOTE: Students will demonstrate ability to write effectively to inform by developing and organizing facts to convey information. Students will demonstrate the ability to write effectively to persuade by selecting and organizing relevant information, establishing an argumentative purpose, and by designing an appropriate strategy for an identified audience. Students will demonstrate the ability to write effectively to express personal ideas by selecting a form and its appropriate elements.
  - b. To check the students' reading comprehension
  - c. To make students think about the ideas presented by the novel
  - d. To encourage logical thinking
  - e. To provide an opportunity to practice good grammar and improve students' use of the English language.

READING ASSIGNMENT SHEET - *A Separate Peace*

Date Assigned	Chapters Assigned	Completion Date
	1-3	
	4-5	
	6-7	
	8-9	
	10-13	

UNIT OUTLINE - *A Separate Peace*

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Introduction PV 1-3	Read 1-3 PV 4-5	Study ?s 1-3 Read 4-5 PV 6-7	Study ?s 4-5 Read 6-7	Writing Assignment #1
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
Study ?s 6-7 PVR 8-9	Study ?s 8-9 PVR 10-13	Study ?s 10-13 Group Activity Writing Conferences	Writing Assignment #2	Vocabulary
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
Group Activity	Reports & Discussion	Extra ?s	Writing Assignment #3	Newspaper Working Session
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
Introduce Class Project	Class Project Working Session	Library/Resource	Review	Test

Key: P = Preview Study Questions V = Prereading Vocabulary Work R = Read



## LESSON ONE

### Objectives

1. To introduce the *A Separate Peace* unit
2. To distribute books and other related materials
3. To preview the study questions for chapters 1-3
4. To familiarize students with the vocabulary for chapters 1-3

NOTE: Prior to this lesson, you need to get enough newspapers for everyone in your class. Often local newspaper offices will give out newspapers free for educational purposes. Check with them. If they will not give you the current day's newspaper, perhaps they would give you leftover papers from the day before.

### Activity #1

Distribute one newspaper to each student in your class. Most papers have hard news, editorials, sports, features/entertainment, obituaries, and, of course, advertising. Write these categories up on the board and explain to students what each is. Using the newspapers you have distributed, show students an example of each category. Collect the newspapers for use later in the unit.

### Activity #2

Distribute the Class Project Assignment Sheet. Discuss the directions in detail.

### Activity #3

Distribute the materials students will use in this unit. Explain in detail how students are to use these materials.

Study Guides Students should read the study guide questions for each reading assignment prior to beginning the reading assignment to get a feeling for what events and ideas are important in the section they are about to read. After reading the section, students will (as a class or individually) answer the questions to review the important events and ideas from that section of the book. Students should keep the study guides as study materials for the unit test.

Vocabulary Prior to reading a reading assignment, students will do vocabulary work related to the section of the book they are about to read. Following the completion of the reading of the book, there will be a vocabulary review of all the words used in the vocabulary assignments. Students should keep their vocabulary work as study materials for the unit test.

## WRITING ASSIGNMENT #1 - *A Separate Peace*

### PROMPT

So far in the book, there have been several newsworthy events. Your assignment is to take one of those events and write a hard news story about it.

### PREWRITING

Browse back through your study guides or the book and make a list of all the events you believe were newsworthy. After carefully considering the list, choose the one event you would most like to report.

On your scribble paper, write down "who, what, when, where, why, and how" down the left side of the page. Write the appropriate information about your event next to each.

Next, decide on a caption for your article. Jot down several ideas and then decide which is best.

### DRAFTING

Write your caption at the top of your page. Keep one of the hard news newspaper articles handy as you begin to write your article. Pattern yours after that one. The first paragraph should give all the basic information from the list you made on your scratch paper. The following paragraphs should fill in the details. REMEMBER TO BE OBJECTIVE: NO OPINIONS-- ONLY FACTS.

### PROMPT

When you finish the rough draft of your paper, ask a student who sits near you to read it. After reading your rough draft, he/she should tell you what he/she liked best about your work, which parts were difficult to understand, and ways in which your work could be improved. Reread your paper considering your critic's comments and make the corrections you think are necessary.

### PROOFREADING

Do a final proofreading of your paper double-checking your grammar, spelling, organization, and the clarity of your ideas.